

Lake City Elementary

906 North Matthews Road
Lake City, SC 29560

Grades	K-5 Elementary School	
Enrollment	464 Students	
Principal	Cheryl Floyd	843-374-2353
Superintendent	Mrs. Beth M. Wright	843-374-8652
Board Chair	Mr. Richard Cook	843-394-8043

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	39	60	13

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Unsatisfactory	Below Average	No

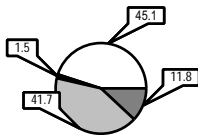
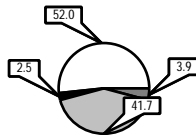
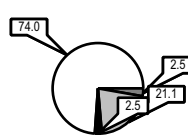
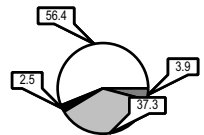
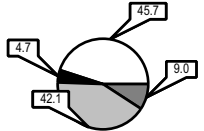
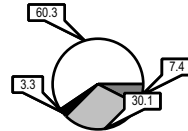
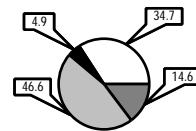
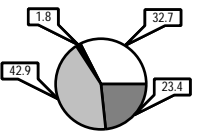
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	227	99.6	44.8	41.9	11.4	1.9	22.9	No	Yes
Gender									
Male	114	99.1	54.9	36.3	6.9	2.0	15.7		
Female	113	100.0	35.2	47.2	15.7	1.9	29.6		
Racial/Ethnic Group									
White	18	100.0	17.6	58.8	11.8	11.8	41.2	I/S	I/S
African American	208	100.0	47.2	40.4	11.4	1.0	21.2	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	0.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	165	99.4	34.2	49.3	14.5	2.0	28.9		
Disabled	62	100.0	72.4	22.4	3.4	1.7	6.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	227	99.6	44.8	41.9	11.4	1.9	22.9		
English Proficiency									
Limited English Proficient	1	0.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	226	100.0	44.8	41.9	11.4	1.9	22.9		
Socio-Economic Status									
Subsidized meals	211	99.5	47.2	40.0	11.8	1.0	21.5	No	Yes
Full-pay meals	16	100.0	13.3	66.7	6.7	13.3	40.0		

Mathematics – State Performance Objective = 36.7%									
All Students	227	100.0	51.7	41.2	3.8	3.3	13.7	No	Yes
Gender									
Male	114	100.0	57.3	35.9	1.9	4.9	10.7		
Female	113	100.0	46.3	46.3	5.6	1.9	16.7		
Racial/Ethnic Group									
White	18	100.0	29.4	47.1	11.8	11.8	35.3	I/S	I/S
African American	208	100.0	53.4	40.9	3.1	2.6	11.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	165	100.0	41.8	50.3	4.6	3.3	16.3		
Disabled	62	100.0	77.6	17.2	1.7	3.4	6.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	227	100.0	51.7	41.2	3.8	3.3	13.7		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	226	100.0	51.4	41.4	3.8	3.3	13.8		
Socio-Economic Status									
Subsidized meals	211	100.0	54.1	40.3	3.1	2.6	12.2	No	Yes
Full-pay meals	16	100.0	20.0	53.3	13.3	13.3	33.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	227	100.0	73.0	21.3	2.4	3.3	5.7
Gender							
Male	114	100.0	77.7	16.5	1.0	4.9	5.8
Female	113	100.0	68.5	25.9	3.7	1.9	5.6
Racial/Ethnic Group							
White	18	100.0	35.3	35.3	11.8	17.6	29.4
African American	208	100.0	76.2	20.2	1.6	2.1	3.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	165	100.0	68.0	25.5	3.3	3.3	6.5
Disabled	62	100.0	86.2	10.3	0.0	3.4	3.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	227	100.0	73.0	21.3	2.4	3.3	5.7
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	226	100.0	72.9	21.4	2.4	3.3	5.7
Socio-Economic Status							
Subsidized meals	211	100.0	75.5	20.9	1.5	2.0	3.6
Full-pay meals	16	100.0	40.0	26.7	13.3	20.0	33.3

Social Studies							
All Students	227	99.6	56.2	36.7	3.8	3.3	7.1
Gender							
Male	114	100.0	63.1	29.1	4.9	2.9	7.8
Female	113	99.1	49.5	43.9	2.8	3.7	6.5
Racial/Ethnic Group							
White	18	94.4	31.3	37.5	12.5	18.8	31.3
African American	208	100.0	58.0	36.8	3.1	2.1	5.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	165	100.0	49.0	42.5	5.2	3.3	8.5
Disabled	62	98.4	75.4	21.1	0.0	3.5	3.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	227	99.6	56.2	36.7	3.8	3.3	7.1
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	226	99.6	56.0	36.8	3.8	3.3	7.2
Socio-Economic Status							
Subsidized meals	211	100.0	58.7	36.2	3.1	2.0	5.1
Full-pay meals	16	93.8	21.4	42.9	14.3	21.4	35.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	91	96.7	29.9	36.8	31.0	2.3	33.3
	4	88	100.0	47.0	34.9	15.7	2.4	18.1
	5	103	96.1	42.4	53.5	3.0	1.0	4.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	74	98.7	45.9	27.9	21.3	4.9	26.2
	4	75	100.0	40.8	52.1	7.0	0.0	7.0
	5	78	100.0	47.9	43.7	8.5	0.0	8.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	91	95.6	46.5	47.7	3.5	2.3	5.8
	4	88	100.0	53.0	38.6	6.0	2.4	8.4
	5	103	97.1	51.0	35.0	11.0	3.0	14.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	74	100.0	45.2	48.4	3.2	3.2	6.5
	4	75	100.0	64.8	31.0	4.2	0.0	4.2
	5	78	100.0	45.1	46.5	4.2	4.2	8.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	74	100.0	71.0	24.2	4.8	0.0	4.8
	4	75	100.0	83.1	16.9	0.0	0.0	0.0
	5	78	100.0	67.6	22.5	2.8	7.0	9.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	74	100.0	46.8	43.5	3.2	6.5	9.7
	4	75	98.7	57.1	38.6	4.3	0.0	4.3
	5	78	100.0	63.4	31.0	4.2	1.4	5.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 464)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	6.1%	Up from 5.0%	3.9%	3.0%
Attendance rate	96.7%	Up from 96.1%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	5.5%	3.2%
Eligible for gifted and talented	1.8%	Down from 4.7%	4.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.0%	Up from 11.8%	7.9%	8.2%
Older than usual for grade	2.6%	Down from 3.0%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	No change	0.0%	0.0%
Teachers (n= 36)				
Teachers with advanced degrees	50.0%	Down from 53.5%	50.0%	52.6%
Continuing contract teachers	86.1%	Down from 90.7%	76.9%	83.3%
Highly qualified teachers	97.0%	Up from 84.0%	91.7%	93.5%
Teachers with emergency or provisional certificates	3.1%	Up from 2.7%	3.0%	0.0%
Teachers returning from previous year	83.8%	Down from 87.2%	83.0%	87.0%
Teacher attendance rate	95.1%	Down from 95.2%	94.9%	95.0%
Average teacher salary	\$41,170	Down 0.1%	\$40,320	\$41,703
Prof. development days/teacher	18.4 days	Up from 15.2 days	14.3 days	12.8 days
School				
Principal's years at school	21.0	Up from 20.0	4.0	4.0
Student-teacher ratio in core subjects	16.5 to 1	Down from 18.2 to 1	16.5 to 1	18.8 to 1
Prime instructional time	89.5%	Up from 88.8%	88.8%	89.8%
Dollars spent per pupil*	\$7,168	Up 23.2%	\$7,442	\$6,242
Percent of expenditures for teacher salaries*	60.2%	Down from 68.3%	63.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.1%	99.0%	99.0%
SACS accreditation	Yes	Up from No	Yes	Yes
Character development program	Excellent	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	91.8%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lake City Elementary provides quality educational experiences for approximately 500 students in Child Development-fifth grade. Our mission is to meet the academic, social, and emotional needs of every child in partnership with the family and community.

Students worked diligently to meet all grade level standards through a variety of activities. The Reading Challenge goal was exceeded with students reading 95,692 books for pleasure. Fifty of our third grade students participated in E-Tech Camp as part of our Educational Technology grant awarded for the second year. An after-school program and supplemental services were provided for identified students. School resource officers and Lake City High athletes served as mentors. An Honors Luncheon was held to recognize the academic accomplishments of students throughout the year.

Character education traits were stressed through a variety of community service projects emphasizing life skills. They included a school supply drive for Clio Elementary, Socks for Soldiers, performances for nursing home residents, holiday food drive, and a March of Dimes drive. Faculty and staff also participated in Meals on Wheels, Relay for Life, and Project Merry Christmas.

As a family-friendly "Red Carpet School," we continue to build family partnerships through Open House, Family Nights, Grandparents' Day, Harlem Renaissance Night, Soul Food parent lunches, parent-student-teacher conferences, fifth grade promotion ceremony, Honors Luncheon, Minutes for Mom, health screening for parents, and a Kick-Off to Summer breakfast. As a result of the parental and community partnerships, our school has been recognized as a Flagship School of Promise.

To enhance staff qualifications, the faculty participated in a year-long professional development program. Two teachers received a Master's of Education degree while others attended conferences, workshops, and courses to strengthen our abilities to meet the needs of all students. All of our professional and paraprofessional staff are highly qualified.

Lake City Elementary continues to benefit from a Reading First grant for kindergarten-third grade, an Educational Technology grant, and a Math and Science Initiative grant. Each grant provides a coach for literacy, math, and technology.

Partnerships with our families, community, and School Improvement Council will continue to be a major focus for our school as we continue to strive to provide educational experiences for our students.

Cheryl Floyd, Principal
Terri Bryant, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	66	47
Percent satisfied with learning environment	97.5%	93.8%	76.1%
Percent satisfied with social and physical environment	100.0%	92.3%	80.4%
Percent satisfied with school-home relations	72.5%	84.8%	60.9%

*Only students at the highest elementary school grade level at this school and their parents were included.